psychology all chapter class 11

psychology (Delhi Public School, Damanjodi)

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Psychology

- Psychology is defined formally as a science that studies mental processes, experiences, and behavior in different contexts.
- **Mental processes -** The state that we use to solve problems, thinking various aspects, perceiving any aspect, learning, or remembering anything.
- **Experience -** These are subjective, embedded in our consciousness(awareness), and depend on a person's internal and external conditions.
- **Behavior -** These are responses made by us on any situation or condition. It can be overt(visible) and covert(unnoticeable, innate).
- As per some psychologists, behavior is an association between stimuli and response in which either can be external and internal.

Psychology as a Discipline

- The first lab of Psychology was established in Leipzig, Germany, by Wilhelm Wundt in 1879.
- It is the discipline that studies human behavior, experiences, and mental processes.
- It makes us understand how our mind works and how certain mental processes result in a specific behavior.
- Psychology as a discipline today has two parallel streams, i.e., Natural science and social science.

Psychology as Natural Science

- Discrete influence on psychology.
- Psychologists use hypothetical deductive models to prove any hypothesis.
- By using this model, many psychologists gave theories on topics like motivation, perception, memory, etc.

Psychology as Social Psychology

- Studies human behavior in a social context.
- Their socio-cultural environment shapes human behavior.

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- A socio-cultural environment creates humans.
- Focuses on humans and communities as social beings in relation to their social culture and physical environment.

Understanding Mind and Behaviour

- Indeed, the mind cannot exist without the brain, but the mind is a separate entity (examples).
- Earlier it was believed that there is no relation between the mind and the body, but now neurosciences have cleared that there is a relationship between mind and behavior.
- Use of mental imagery. With the help of visualizations, phobias were cured.
- A new discipline called Psychoneuroimmunology has emerged, which emphasizes the role played by the mind in strengthening the immune system.

Popular Notions about the Discipline of Psychology

- Common sense is not equal to psychological studies.
- Common sense is based on hindsight, whether Psychology as science looks for patterns of behavior that can be predicted and not explained after the behavior occurs.
- Common sense tells us that an individual cannot perform best in front of an audience. Still, Psychological studies have shown that if you have practiced well, you may achieve better because the presence of others helps your performance.

Evolution of Psychology

- Wilhelm Wundt gave the school of structuralism. He used the method of Introspection to analyze the structure of the mind. As this method didn’t satisfy other psychologists, new schools were introduced.
- William James gave functionalism to study the human mind. He argued that psychologists should study what the mind does and how behavior functions in making people deal with their environment. He said that consciousness as an ongoing stream of mental processes interacting with the environment formed the core of psychology.

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- Gestalt psychology emerged as a new school in Germany. This shows that what we experience is more than the inputs received from our environment. Experience is holistic; it is a Gestalt.
- John Watson established Behaviourism in which he denied the idea of introspection and consciousness. As per him, scientific psychology must focus on what is observable and verifiable.
- Now, Sigmund Freud gave Psychoanalysis. He viewed human behavior as a dynamic manifestation of unconscious desires and conflicts. He considered human beings as motivated by an unconscious desire to gratify pleasure-seeking.
- The humanistic perspective given by Carl Rogers and Abraham Maslow emphasized the free will of human beings and their natural striving to grow and unfold their inner potential.
- Aspects of the Gestalt approach and structuralism were combined and led to the development of the cognitive perspective, which focuses on how we know about the world. Cognition is the process of learning.
- Modern cognitive psychology views human Beings as actively constructing their minds by exploring the physical and the social world. This view is sometimes called constructivism.

Development of Psychology

- Various specializations emerged over the years.
- Cognitive psychology (mental processes)
- Biological psychology (behavior and physical body)
- Developmental psychology (development throughout life span)
- Social psychology (relation with society)
- Cross-cultural and Cultural Psychology (relation with culture)
- Environmental psychology (relation with nature)
- Health psychology (role of psychological factors)
- Clinical and Counselling Psychology (deals with disorders)
- Industrial/Organizational Psychology (workplace behavior)
- Sports psychology (deals with the behavior of sportsperson)
- Educational psychology (deals with basically school students')
- Other Emerging Branches of Psychology

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Psychology and Other Disciplines

- Researchers and scholars in science, social science, and humanities have felt the significance of psychology as a discipline.
- So, here we will see the relationship of psychology with other disciplines.

Psychologists at Work

psychologists work in various “human services areas.”

- Clinical psychologists
- Counseling psychologists
- Community psychologists
- School psychologists
- Organizational psychologists

Psychology in Everyday Life

- After studying psychology, you will be able to solve your problems more effectively your day to day problems.
- The principles and methods of psychology that you will learn will make you analyze and understand your relation to others.
- So, psychology helps you understand yourself in a better way.
- Using various psychological principles, we can enhance our abilities like learning, memory, etc.
- Thus, the knowledge of psychology is quite helpful in our everyday life and is rewarding from a personal and social point of view.
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Methods of Enquiry in Psychology:

Goals Description

- The description requires recording a particular behaviour and describing it accurately so as to attain a comprehensive understanding of the same
- For example, morning habits may have a diverse range of behaviours like reading positive literature, meditation, exercise, journaling etc.

Prediction

- It is the second goal of psychological enquiry
- Here we attempt to understand the relationship between the behaviour we are describing with the other types of behaviour.

Explanation

- It is the third goal of psychological enquiry
- It attempts to explain the causal factors of behaviour and attain an understanding of the conditions in which the behaviour occurs or not.

Control

- It is the fourth goal of psychological inquiry
- It focuses on three things
    - Making a particular behaviour happen
    - Reducing it
    - Enhancing it

Application

- It is the fifth goal of psychological enquiry
- focuses on bringing out a positive change in people’s lives

Steps in Conducting a Scientific Research

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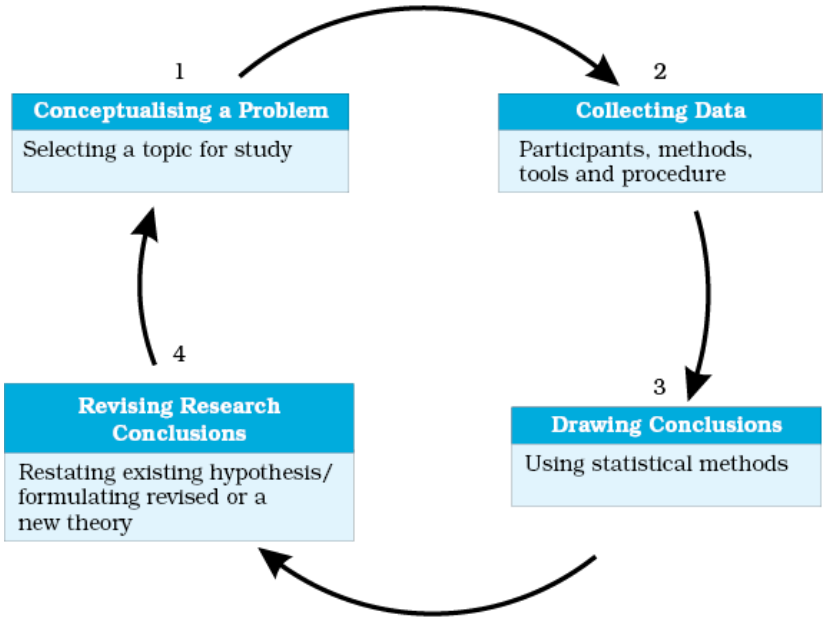

Conceptualizing a problem

- It is the first step of conducting a scientific research
- The researcher selects a topic for study which is done on basis of either review of past research, observations, personal experience

Identification of problem

- It is the second step of scientific research
- Development of a tentative statement about the topic takes place which is termed a hypothesis
- For example, “ greater is the amount of time spent by children in playing violent video games, the greater is the degree of impatience and anger developed by them”

Collection of data

- This step focuses on developing a research design or blueprint of the entire study.
- Decisions are taken about the following
    - Participants in the study

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- Methods of study
- Tools to be used in research
- Procedure for data collection

Drawing conclusions

- The next step of scientific research is to analyse data through statistical procedures
- It can be achieved through measures of central tendency like mean, median, mode and graphical presentations like pie charts, bar diagram

Revising research conclusions

- The researcher revises the whole study and the hypothesis being taken is analysed thoroughly to see whether it stands true or not

Nature of Psychological Data Demographic information

It includes personal information like name, age, gender, education, occupation etc.

Physical information

Includes information about ecological conditions, housing conditions, size of rooms, facilities available at home, in the neighbourhood, in the school etc.

Psychological information

The information focuses on areas like intelligence, personality, interests etc.

Different Methods of Enquiry in Psychology Observation

- It is a very powerful method of psychological enquiry

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- It involves the selection of a particular behaviour, recording the selected behaviour using symbols, photographs and analysis of the recorded behaviour

Merits

- enables the researcher to study people and their behaviour.
- Can provide in-depth information about behaviour to be observed

Demerits

- It is time-consuming
- It can be labour-intensive at times
- Poor method for establishing cause and effect relationship.

Experimental method

- Experiments are generally conducted to establish cause-and-effect relationships between two or more variables in a controlled setting.
- Independent variables are manipulated and their effects are measured on the dependent variable.

Merits

- The optimal method for establishing cause and effect relationship between two or more variables
- The extraneous variables can be controlled thus, no scope for an alternative explanation

Demerits

- The experimenter's bias may affect the
- The authenticity of the experiment

1 Experimental and control groups :

- Members of group are exposed to independent variable manipulation is experimental groups.

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- Treated in same way like the experimental group except that the manipulated variable is absent in control group
- All relevant variables in experimental studies that might influence dependent variable need to be controlled. These are of 3 major types: organismic variable, situational or environmental variables operating at a time of conducting the experiment. Sequential variable. There are some techniques used to control relevant variables.

2. *Field experiments and Quasi (as if) experiments*

- Studies done in fields or the natural settings where the particular phenomenon actually exists is called field experiments.
- In Quasi experiments, the independent variable is selected rather than varied or manipulated by the experimenter.

Correlational research

- The strength and direction of the relationship between two variables are represented by a number, termed the correlation coefficient
- Its value may range from +1.0 through 0.0 to -1.0

Merits

- Correlation helps in the prediction between the given variables
- Can examine issues that cannot be studied ethically or practically in experiments

Demerits

- Fails to establish cause and effect relationship between variables

Survey research

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- It came into existence to study opinions, attitudes, and social facts by use of techniques such as questionnaires, interviews, etc.

Merits

- A properly selected representative sample may yield an accurate result
- It is flexible and adaptable to individual situations
- Information can be gathered quickly and efficiently

Demerits

- Unrepresentative samples may yield misleading results
- Interviewer bias and social desirability bias may distort the findings
- Inaccurate information may be obtained at times

Personal interview

- Types of interviews: structured or standardised and unstructured or non-standardised.
- Combination of participants in an interview situation: individual to individual, individual to group , group to individuals, group to group.

Questionnaire survey

- Pre determined set of questions.
- Types of questions: open-ended & closed-ended.

Telephone survey

- Surveys conducted through telephone.

Case study

- It is an in-depth study of a particular case.

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- It employs multiple methods for collecting information such as interviews, observations and psychological tests from a variety of respondents who in some way or the other might be associated with the case and can provide useful information.

Merits

- Provides rich descriptive information
- Helps in an in-depth study of a rare phenomenon.

Demerits

- Fails to establish a cause-and-effect relationship
- It may be subject to the biases of the researcher.

Psychological Testing

- A psychological test is a standardized and objective instrument that is used to assess an individual's standing in relation to others on some mental or behavioural characteristics
- The construction of a test is a systematic process and involves certain steps. It involves a detailed analysis of items and an
  estimation of their reliability, validity, and norms.
  - Reliability refers to the consistency of scores obtained by an individual on the same test on two different occasions
  - Validity refers to the question, "does the test measure what it claims to measure?"
  - Norms help in making a test standardised. Norm is referred to as the average performance of the group.

Analysis of Data

Quantitative Method

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Psychological tests, interviews, questionnaires contain a series of close-ended questions and the probable response to these questions

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are given in a scaled manner and that clearly illustrates the strength and magnitude of the response.

Qualitative Method

Human experiences are very complex. This complexity is lost when one elicits information from a respondent on the basis of a question.

Limitations in Methods of Enquiry in Psychology

Lack of true zero point

Psychological measurements lack an absolute zero point.

For example, even after scoring zero on a vocabulary test, it can’t be said that the respondent has zero knowledge of vocabulary.

Relative nature of psychological tools

The nature of psychological tools is relative not absolute and they are developed keeping in view the important features of a particular context.

Subjective interpretation of qualitative data

The interpretation of the qualitative data used in the research is characterized by the subjective interpretation which means that it varies from individual to individual.

Ethical Issues with Methods of Enquiry in Psychology

Informed consent

The principle of informed consent states that potential participants must understand what will happen in the experiment and to them during the study so that they are able to make an informed decision about their participation in the study.

Confidentiality of data source

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Participants of the study have the right to privacy and the researcher must safeguard the privacy of the participants by keeping the information provided by them confidential.

Voluntary participation

As per this principle, the participants must have the freedom to decide whether to participate in the study or not.

Debriefing

Once the study is over, the participants are provided with the necessary information to complete their understanding of the
research. The researcher should make efforts to remove any sort of anxiety which may have taken place as a result of the experiment

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Growth And Development

Development is defined as the pattern of orderly and predictable changes that begin at conception and continue throughout life. It is a process by which the individual growKos and changes throughout the lifecycle:

- It can be qualitative as well as quantitative in nature.
- Growth refers to an increase in the size of the body parts or of an organism as a whole.
- Growth is quantitative in nature lifespan perspective of development.
- Development is life-long which means that it takes place across all age groups commencing from conception to old age.
- The various processes of human development,i.e biological, cognitive, and socio-emotional are interlinked.
- Development is multi-directional as some components of a given dimension of development may increase while others show a decrement.
- Development is highly plastic which means within the person, modifiability is found within psychological development.
- Development is influenced by historical conditions. The career orientation of students today has undergone a drastic change and it is not the same as it used to be 50 years ago.
- Various disciplines like psychology, anthropology, and sociology study development, and each tries to provide answers to development throughout the lifespan.
- Development is defined as the co-construction of biology, the environment, and the Individual.

Factors Influencing Development

- Genotype – An actual genetic material or a person’s genetic heritage.
- Phenotype– The way an individual’s genotype is expressed in observable and measurable characteristics; they include physical traits like height, weight, and psychological characteristics like creativity, and intelligence.

Development

Urie Bronfenbrenner’s contextual view of development focuses on the role of environmental factors in the role of development of an individual:

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- Microsystem: It is the immediate environment in which individual lives and a child here directly interacts with the social agents.
- Mesosystem: It represents the fact that what happens in one ecosystem (family) is likely to impact another ecosystem.
- Exosystem: It is defined as the social settings that a person may not experience first-hand but that still influence development.
- Macrosystem: It includes the culture in which the individual lives. The macrosystems are the subcultures and cultures in which the microsystem, mesosystem, and exosystem are embedded.
- Chronosystem: It comprises the events in the individual's course of life and socio-historical situations which influence their development.

The Development Stages

Human life is categorized into 5 development stages. From the day infant is born to old age. Here are all the stages mentioned in the human development class 11 notes:

Infancy

Age Range

The age range of Infancy is 0-2

years old Physical Development

- The newborns are governed by reflexes which are defined as automatic responses to stimuli.
- Some of the reflexes include walking, yawning, blinking, etc.
- Children can hear immediately after birth and they respond well to touch and can hear as well.

Cognitive Development

- Jean Piaget believed that children are like little scientists as they actively explore the world around them and try to gain an understanding of the same.
- Children lack Object Permanence.

Socio-Emotional Development

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- They prefer familiar faces and are scared of strangers and form a close bond with their caregivers called an attachment.
- Caregivers that are parents reciprocate love and affection to their offspring

Childhood

Age Range

- Age Range of Childhood is 2-12

years Physical Development

- Early Development follows principles of cephalocaudally and proximodistal.
- The brain and head grow more rapidly than any other part of the body.
- During middle and late childhood, an increase in weight is due to an increase in the size of the skeletal and muscular systems.

Cognitive Development

- Children acquire Object Permanence.
- Language Development is one of the hallmarks of this period which is known as symbolic thinking.
- Key concepts during this period are animism in which children attribute feelings to inanimate objects and egocentrism in which children view the world from their point of view only.

Socio-Emotional Development

- Crucial dimensions of the socio-emotional development of children are Self, Gender and Moral Development.
- Parents and the Socialization process help in forming the self-image of a child.

Also Read: Best Countries to Study Psychology

Adolescence

Age Range

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- The Age Range of adolescents is 12-19 years.

Physical Development

- Puberty marks the end of childhood and signifies the beginning of adolescence which is characterized by dramatic physical changes in both growth rate and sexual characteristics.
- Hormones released during puberty help in the development of primary and sexual characteristics.
- Puberty in boys is characterized by an acceleration in growth, facial hair, and change in voice and height.
- Puberty in girls is marked by menarche which is the onset of menstruation, the rapid growth of height, etc.

Cognitive Development

- Adolescent thinking becomes more systematic problem-solving, identifying possible courses of action, understanding the causes and thus seeking solutions accordingly.
- Jean Piaget called this Hypothetical Deductive Reasoning.

Socio-Emotional Development

- As per David Elkind, Egocentrism prevails during Adolescence in the following manner

1) Personal Fable -Adolescents feel that nobody can understand their feelings.

2) Imaginary Audience –Adolescents believe that everyone is preoccupied with them and hence, become self-conscious.

- Identity Formation also takes place during this stage

Also Read: Scope of Psychology

Adulthood

Age Range

- The Age Range of Adulthood is 20-60 years.

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Physical Development

- Physical changes which happen during adulthood due to malnutrition are age spots, wrinkling, yellowing of teeth, weight gain, etc.

Cognitive development

- Cognitive abilities decline during adulthood. A memory decline is more In tasks involving long-term memory rather than short-term memory.

Socio-Emotional Development

- Marriage brings its own set of concerns like the number of children, and availability of resources.
- A lot of adjustments have to be made in marriage keeping in mind each other's likes, dislikes, and preferences.
- Becoming a parent brings a huge transition and it is accompanied by love for the baby.
- Death of a Spouse during Adulthood has a strong emotional implication on the other person.

Also Read: Methods of Enquiry in Psychology

Old Age

Age Range

- It starts at 60 years onwards.

Physical Development

- Deterioration in physical development happens like a decline in vision, hearing loss, and changes in physical appearance like grey hair, wrinkles, etc.

Cognitive Development

- Greater memory decline is witnessed in old age in those tasks which involve long-term memory.

Socio-Emotional Development

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- In old age, fear of death is likely to occur because of chronic illnesses.
- Due to obsession with old memories, the generation gap and the death of a spouse, people become more prone to depression and loneliness.
- There is a loss of energy and enthusiasm as well.

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Functional Limitations Of Sense Organs

- In order to get noticed by a sensory receptor, a stimulus has to be of an optimal intensity or magnitude. The relationship between stimuli and the sensations they evoke is profoundly studied under a discipline called Psychophysics.
- In order to get noticed a stimulus has to carry a minimum value or weight. The minimum value of a stimulus required to activate a given sensory system is

termed as Absolute Threshold or Absolute Limen(AL).

- The smallest difference in the value of two stimuli that is necessary to notice them as different is called Difference Threshold or Difference Limen(DL).

Explore:

Attentional Processes

- In the process of attention, we select a certain stimulus from a given set of stimuli.
- For example, when we enter a mall, we come across so many people, showrooms, cafes but we pay attention to the place where we want to go.
- There are 3 properties of attention described as follows-
    - Alertness refers to the activeness and readiness of an individual to deal with the stimuli that appear before him/her.
    - Concentration refers to focussing awareness on certain Stimuli while excluding others for the moment.
    - In Search, an observer searches for some specified subset of stimuli among a given set of stimuli.
- Attention has a focus where our maximum awareness is catered as well as a fringe where we are least aware of the stimuli.
    - When our awareness is centred on a particular object or event, it is called a focal point of attention.
    - When we have vague ideas about the stimulus and it is away from the centre of awareness, it is called a fringe of attention.

Filter Theory

Here are some theories of attention explained in Chapter 5 for Psychology Class 11:

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- It was given by Broadbent (1956). As per this theory, many stimuli enter our receptors which creates a kind of “bottleneck” situation.

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- Moving through the short term memory system, they enter the selective filter which allows only one stimulus to pass through for higher levels of attention.

Filter Attenuation Theory

- It was developed by Triesman (1962) and it was considered as a modification of Broadbent's theory.
- As per this theory, the stimuli not getting access to the selective filter at a given moment of time are not completely blocked, instead, they are just attenuated

(weakened) in strength.

Multimode Theory

- It was developed by Johnston and Heinz in 1978. According to the multimode theory, attention is a flexible system that allows the selection of a stimulus over others at three stages
    - At stage one sensory representations are constructed, at stage two semantic representations are constructed and in stage three both of them enter our consciousness.

Two Types of Attention & Factors Affecting it

Sustained Attention

While selection of Stimuli focuses on selection of stimuli whereas on the other hand,sustained attention lays emphasis on.It is defined as the ability to maintain attention on an object or event for longer durations

Factors Affecting Sustained Attention

- Sensory Modality: Performance is found to be superior when the stimuli are auditory than when they are visual
- Clarity of Stimuli: Intense and long-lasting stimuli facilitate sustained attention and thus, leading to better performance
- Temporal Uncertainty: Stimuli can be attended better if they appear at regular intervals as in such cases it is easier to keep a track of it.
- Spatial Uncertainty: Stimuli that appear at a fixed place are readily attended whereas those at random places are difficult to attend.

Selective Attention

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It is concerned mainly with the selection of a limited number of stimuli or objects from a larger number of stimuli Our perceptual system has a limited capacity to receive and
process information.

Factors Affecting Selective Attention

- External factors: It deals with the features of stimuli. Other things held constant, the size, intensity and motion of stimuli appear to be significant determinants of attention. Novel stimuli easily catch our attention.
- Internal factors lie within the individual and are elaborated as follows:
    - Motivational factors which relate to our biological or social needs
    - Cognitive factors include factors like interest, attitude and preparatory set and interesting objects are easily attended by the individuals.

Perceptual Processes

- Perception is defined as the process by which we interpret the stimuli in our environment and give proper meaning to them. Two processing approaches are elucidated as follows-
    - The idea that the process of recognition begins from the parts, which serve as the basis for recognition of the whole is termed as Bottom-Up Processing.
    - The idea that the recognition process begins from the whole, which leads to the identification of its various components is termed Top-Down
      Processing.
- Human beings are creative and smart in nature who always attempt to give substantial meaning to the stimuli in their environment.
- Factors that play an important role in the perception process are described as follows-
    - Motivation- The needs and desires of a perceiver strongly influence his/her perception and people always aim to satisfy their needs and wants and for that people perceive objects in such a way that it will satisfy their needs and desires.
    - Expectations– The expectations about what we might perceive in a given situation also have a strong impact on our perception and it reflects a strong tendency to see what we expect to see even when the results are not in sync with the external reality.
    - Cognitive Styles- It is defined as the consistent way of dealing with our environment and it crucially affects the way we perceive our environment.

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    - Cultural Background And Experiences- Different experiences and learning opportunities available to people available in different cultural settings also has a strong impact on the perception.
- The process of organising visual fields into meaningful wholes is defined as form perception.
- As per Gestalt Psychologists, we perceive different stimuli not as discrete elements but as an organised whole that has a definite form. For Example, a flower pot with a bunch of flowers is a whole and if the flowers are removed, the flower pot still remains a whole.
- The most primitive organisation takes place in the form of figure-ground segregation

Figure	Ground
Figure has a definite form.	backGround is relatively
formless. It is highly organized.	It is highly unorganized.
It has a clear contour.	It is contourless.
Figure stands out from the background.	Background stays behind the figure.
Figure is clearer,limited and relatively nearer.	Background appears relatively unclear,unlimited and away from us.

- The Principle Of Proximity: According to this principle, the objects that are close together in space or time are perceived together.
- The Principle Of Similarity: According to this principle, objects that are similar to one another and have similar characteristics are perceived as a group
- The Principle Of Continuity: This principle states that we tend to perceive objects as belonging together if they appear to form a continuous pattern.
- The Principle Of Smallness: As per this principle, smaller areas tend to be seen as figures against a larger background.
- The Principle Of Symmetry: This principle suggests that symmetrical areas tend to be seen as figures against asymmetrical backgrounds

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- The Principle Of Surroundedness: This principle suggests that areas surrounded by others tend to be perceived as figures.
- The Principle Of Closure: We tend to fill gaps in stimulation and tend to perceive objects as a whole rather than their separate parts.

Perception of Space, Depth and Distance

- The process of viewing the world in three dimensions is termed distance or depth perception
- On perceiving depth, we mainly depend on two main sources of information termed cues.
- One is called Binocular cues as they require both eyes and another is called Monocular cues as they allow us to perceive depth with just one eye
- Monocular cues are explained below–
    - Relative Size: We tend to perceive an object farther away when it appears small, and closer when it appears bigger.
    - Overlapping: These cues occur when some portion of the object is covered by another object. The overlapped object is considered farther away, whereas the object that covers it appears nearer.
    - Linear perspective: Denotes the phenomenon by which distant objects appear to be closer together than nearer objects.
    - Aerial Perspective: The air comprises microscopic particles of dust and moisture that makes distant objects look hazy or blurry. This effect is called Aerial Perspective.
    - Light And Shade: In light, some parts of the object get highlighted, whereas some parts become darker.
    - Relative Height: Larger objects are perceived as being closer to the viewer and smaller objects as being farther away.
    - Texture Gradient: Denotes a phenomenon by which the visual field having more density of elements is seen farther away.
    - Motion Parralox: It is a kinetic monocular cue that occurs when objects at different distances move at a different relative speed.
- Binocular cues (Physiological Cues) are:
    - Retinal or Binocular Disparity: It occurs because the two eyes have different locations in our head. They are separated by each other horizontally by a distance of about 6.5 centimetres and due to the distance, the image formed on the retina of each eye of the same object is slightly different and this is known as retinal disparity.

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- Convergence: When we see a nearby object our eyes converge inward in order to bring the fovea of each eye. A group of muscles send messages to the brain regarding the degree to which eyes are turning inward and
  these messages are interpreted as cues to the perception of depth. The degree of convergence decreases as the object moved farther away from the observer.

Perceptual Constancies

Next on in our notes for Chapter 5 Psychology Class 11 is Perceptual Constancies:

- Perception of the objects is relatively stable in spite of changes in the stimulation of sensory receptors called perceptual constancy.
- We will now explore three types of Perceptual Constancies
  - Size Constancy: The tendency for the perceived size of objects to remain relatively unchanged with changes in their distance from the observer and the size of the retinal image is called Size Constancy.
  - Shape Constancy: In our perceptions, the shapes of familiar objects remain unchanged despite changes in the pattern of the retinal image resulting from the differences in their orientation.
  - Brightness Constancy: The tendency to maintain an apparent brightness constant under different amounts of illumination is termed brightness
    Constancy.

Illusions

- They refer to misperceptions which are a consequence of misinterpretation of information received by our sensory organs.
- Some illusions are universal in nature whereas others are more personal and culture-specific.
- Some important visual illusions are as follows-
  - Geometric Illusion
  - Muller-Lyer Illusion
  - Vertical-Horizontal Illusion
  - Apparent Movement Illusion

Socio-Cultural Influence On Perception

- Socio-cultural factors play a crucial role in our perceptions by generating differential familiarity with and salience of stimuli as well as certain habits of Perceptual influence among people.

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- People differ in their way of identification of objects and interpretation of depth as per their cultural settings.

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learning

learning can be defined as "*any relatively permanent change in behavior or in the potential for behavior brought about through experience.*" Learning can be distinguished from other modes of changes in behavior that might be due to maturation or evolution.
Learning is a sequential process that is significantly different from performance as performance is a person's observed behavior that guarantees to learn while learning never guarantees performance.

Classical Conditioning – Form of Learning

- It is a previously learned stimulus. Conditioned Stimulus (CS) is paired with an unconditioned stimulus to elicit an unconditioned response(UCR). Resultantly, the CS comes to elicit a conditioned response that is similar to the UCR
- Classical conditioning occurs because of the association in time of a neutral stimulus that already elicits the response. The CS becomes a signal that predicts the occurrence of the UCS

Operant Conditioning – Form of Learning

This is a form of learning in which consequences of behavior lead to changes in the probability of its occurrence:

In Positive Reinforcement – An increase in the probability of the occurrence of response is caused due to a positive consequence of behavior.

- Primary reinforcers are innately reinforcing
- Secondary reinforcers are learned through classical conditioning
- Fixed ratio, variable ratio, fixed interval, and variable interval are the four different schedules of reinforcement that result in different patterns of behavior
- Shaping is the process of positively reinforcing responses that are progressively more similar to the response that is wanted

Negative Reinforcement – It occurs when avoidance or removal of a negative event is the reinforcing consequence.

Punishment – A process in which the frequency of the behavior is reduced through an aversive consequence of behavior.

New Stimuli

- New stimuli influence behavior through the process of learning

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- It is said that stimulus discrimination has been learned when a response is more likely to occur in the presence of a specific stimulus
- Stimulus generalization occurs when an individual responds in the same way to a stimulus that is similar to the original stimulus

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Process of Unlearning

Extinction in this respect is defined as the removal of an aspect of the environment that originally caused the learning and hence calls for the unlearning of the learned
response. Extinction is often slowed down because of spontaneous recovery and external disinheriting.

Imitation

This concept is based on Bandura's Social learning theory. Imitation is another form of learning. It is also known as observational learning. The reinforcement provided by
parents when their children imitate grown-up actions ensures that children acquire many aspects of behavior in this way. It is also known as modeling. In modeling, somebody observes another and then attempts to imitate their behavior.

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Verbal Learning

Learning about objects and events in terms of words is called Verbal Learning. It can be done through a method of paired-associate learning, serial learning, and free recall. The main determinants of verbal learning are:

- Meaningfulness of the material time devoted to learning
- Category clustering means the subjective organization is the main determinant of verbal learning

What is a Concept?

Learning occurs in the form of concept, i.e., in terms of category. A concept involves a set of features connected with a rule or instruction. Concepts are of two types – natural or artificial.

- Natural concepts are those that are ill-defined and difficult to learn
- Artificial concepts on the other hand are those that are well defined and easy to learn

Skills and Transfer of Learning

In simple terms, as well all may know skills can be defined as the ability to perform a task with precision and ease by an individual. As the phrase suggests, transfer of learning is the way through which one can transfer learned skills from one situation to another related situation. Skills are acquired through the following stages:

1. Cognitive
2. Associative
3. Autonomous

Factors Facilitating Learning

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The learner’s performance is influenced by their cognitive style which refers to a learner’s consistent way of responding to and using stimuli in the context of learning. There are three major factors facilitating learning. Here are the names of all three:

- Motivation
- Preparedness of the Learner
- Reinforcement
-

Learning Disability

These disabilities are mostly inherited or neurologically determined and can be defined as “a heterogeneous group of disorders which are manifested in terms of difficulty in
the acquisition of learning, reading, writing, speaking, reasoning and mathematical activities.”

What is a Learning Curve?

Psychologists often disagree on whether learning results from neural connections between specific stimuli and specific responses or is a change in cognition. Research work that supports the cognitive view includes Tolman’s studies of place learning and latent learning, Kohler’s studies of insight learning, and Bandura’s work on modeling. Here is a step-wise explanation of the learning curve:

- It is a graphical representation
- The graph represents the relation between the observed changes in the performance and the duration of the learning experience
- In the learning curve, the units of practice/trials are depicted on the horizontal axis
- While the degree of learning is measured in terms of a number of errors, correct responses, time is taken, etc. are depicted on the vertical axis

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Human Memory

The Concept Of Human Memory

Human memory can be clearly defined as a process comprising of three independent yet interrelated stages which are explained as follows:

1. Encoding – It is the first stage of human memory in which information is recorded and registered for the first time so that it becomes usable by our memory system and substantial meaning is derived from the incoming information
2. Storage -It is the second stage of human memory in which the encoded information is retained and held over a period of time so that it can be utilized later
3. Retrieval – It is the third stage of memory in which the stored information can be recovered from our memory as and when the situation demands

Information Processing Approach (Stage Model)

Atkinson and Shiffrin model of memory are also known as the stage model of memory. This proposes the existence of three separate but sequentially linked memory systems:

1. Sensory memory- It Contains a fleeting impression of a sensory stimulus(sight, sound).it has a large capacity. It is of a very short duration that is less than a second
2. Short-term memory – A limited recollection of recently perceived stimulus(telephone number, order of food). It holds a small amount of information for a brief period of time which is less than 30 seconds
3. Long-term memory- It is defined as a permanent store of memories for later retrieval. here, information is encoded semantically and the storage capacity is unlimited

Maintenance Rehearsal vs Elaborative Rehearsal

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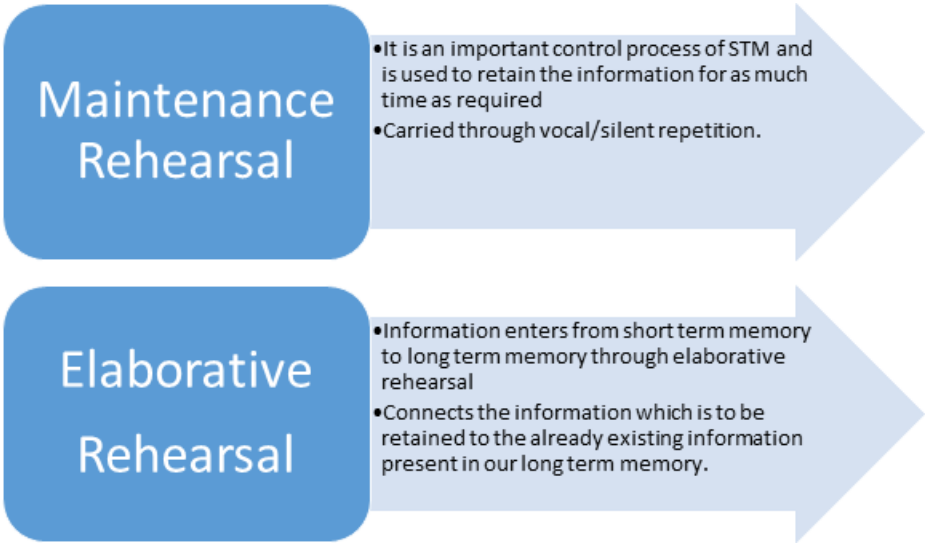
Maintenance Rehearsal
•It is an important control process of STM and is used to retain the information for as much time as required
•Carried through vocal/silent repetition.
Elaborative Rehearsal
•Information enters from short term memory to long term memory through elaborative rehearsal
•Connects the information which is to be retained to the already existing information present in our long term memory.

ypes of Long Term Memory

1. Declarative Memory- All information pertaining to facts, names, dates like a car has four wheels,14th February is valentine's day is part of the declarative memory. Facts retained in the declarative memory are amenable to verbal descriptions
2. Procedural Memory – It refers to the memories relating to procedures of accomplishing various tasks like how to drive a car, bake cakes, etc. Contents of procedural memory cannot be described easily as they are more practical and application-based

Declarative Memory

Declarative memory is further classified into two categories Episodic and semantic memory. Let' explore in-depth:

Episodic Memory

It comprises biographical details of our life. Its memories relate to our personal life experiences and its contents are emotional in nature. Example- First marriage anniversary celebration, birthday party with friends.

Semantic Memory

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Semantic memory is defined as the memory of general awareness and knowledge. All concepts, ideas, rules of logic are stored in semantic memory. Example- 7*8 is 56, STD code of New Delhi is 011, etc.

Knowledge Representation and Organisation in Memory

- The most important unit of representation of knowledge in long-term memory is a concept. Concepts are mental categories for objects and events, which are similar to each other in one or more one way
- Concepts may also be organized in Schema which are mental frameworks that are representative of our knowledge and assumptions about the world
- For example, think of a schema of the kitchen. It will have different things like crockery, gas stove, etc
- In 1969, Allan Collins and Ross Quillan suggested that knowledge in long-term memory is organized in terms of concepts, categories, and images, and they are organized hierarchically
- As per this view, we can store all knowledge at a certain level that applies to all

the members of a category without having to repeat that information at the lower levels in the hierarchy. This as a result ensures a high degree of the cognitive economy which means maximum and efficient use of the capacity of long-term memory with minimum effort

- Images- it is a concrete form of representation that directly conveys the perceptual attributes of an object
- Almost all concrete objects generate images and knowledge related to them is encoded both verbally as well as visually which is termed as Dual Coding

Hypothesis originally proposed by Paivio

Nature and Causes of Forgetting

Moving on to the next topic in CBSE Class 11 Psychology chapter 7 human memory is nature and causes of forgetting. Forgetting happens when we fail to retrieve information from our long-term memory and the reasons behind forgetting are elucidated below:

1. The information we commit to our long-term memory is somehow lost
2. The information to be learned was not memorized well enough
3. Improper encoding of the information
4. The information to be learned is not stored properly.

- Hermann Ebbinghaus came up with his theory of forgetting as per which rate of forgetting is maximum in the first 9 hours, particularly during the first hour. After

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that, the forgetting rate slows down and not much is forgotten even after many days

- Trace theory of forgetting is also termed as the disuse theory which states that memory leads to modification in the central nervous system which is akin to

physical changes in the brain called memory traces. If the memory traces are not used for a long time, they simply fade away and become unavailable. The trace theory has been called baseless and inadequate by many psychologists as it is impractical

Interference

Forgetting also happens because of the interference between various pieces of information that the memory store contains. Interferences come about at a time of retrieval when these sets of associations compete with each other for retrieval. Two types of interference are explained below:

Proactive Interference

It means what one has learned earlier interferes with the recall of subsequent learning.
Past learning interferes with the recall of later learning. For example- a person well-versed with English may find difficulty in learning french.

Retroactive Interference

It refers to difficulty in recalling what one has learned earlier because of learning new material. Later learning interferes with the recall of past learning. For example- if one cannot recall English equivalents of french words that one is currently memorizing then it might be because of retroactive interference. Forgetting can also occur because at the time of recall either the retrieval cues are absent or they are not appropriate as per the need. Retrieval Cues are aids that help us in recovering information stored in the memory.

Enhancing Memory

There are various techniques to enhance your memory. Here are some of the ways to improve your memory:

Mnemonics Using Images- It requires us to create vivid and interacting images of the material that we wish to remember. Under this type, there are two techniques which are explained as follows:

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Keyword Method- In this method, an English word that sounds similar word that sounds similar to the word of a foreign language is identified. This English word will function as a keyword. It is considered as a simple method as compared to rote learning

Method Of Loci– It helps in learning in a serial order. It first requires an individual to visualize places/objects that they know well in a specific order. Imagine the objects to be memorized and then associate them one by one to the physical locations

Mnemonics Using Organization- Organization refers to imposing certain orders on the material to be remembered. Techniques under this category are explained as follows-

- Chunking- It helps in increasing short-term memory. Several smaller units are combined to form larger chunks and for creating chunks it is important to discover some organizational principles which can link smaller units
- First Letter Technique- For this method, we need to pick up the first letter of each word to be remembered and then arrange them logically to form another word/sentence. For example, we learn colors of the rainbow as VIBGYOR(Violet, Indigo, Green, Yellow, Orange, Red)
- Deep Level Processing- As per craik and Lockhart processing information in terms of meaning that they convey leads to better memory as compared to attending to their surface features. It involves asking as many questions as possible related to the information that is to be learned
- Give Oneself Retrieval Cues- Giving one self-sufficient retrieval cues will make it easier to remember the information as it will help in linking it to the retrieval cues

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Thinking

Nature of Thinking

Thinking is a higher mental process that involves analysing and drawing meaning from the information which we receive from our environment.

- It is considered as the base of all the cognitive activities like Problem Solving, Decision Making, etc.
- It is an internal mental process that can be understood from our overt Behaviour
- It is goal-directed in nature

Building blocks of thought

People usually think by means of mental images or thoughts which are discussed below-

Mental Images

- It is defined as a mental representation of sensory experience
- We usually think about places, events, etc
- For example, using maps and locating different places there subsequently requires the use of mental images.

Images are of two types-

- Memory image includes those images that resemble the object or event being represented.
- Eidetic Image is usually a sharp and detailed visual representation of something that has been seen.

Concepts

- Whenever we come across a novel object we try to understand what it actually is, what its features and characteristics are and we try to match it with features of

the existing category, and if it is a perfect match we include that object in the category with whom it’s features match.

- A concept is defined as the mental representation of categories and refers to those ideas, objects which share common properties and features.

Concepts are of two types-

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- Natural concepts have no set of properly defined features that are based on prototypes.
- Logical Concepts are the ones that can be clearly defined by a set of rules or features.

Why do we need to Form concepts?

We need to form concepts because of the reasons mentioned below:

- It helps in Organizing our knowledge and that makes our knowledge accessible when we need it.
- Saves our time and effort.
- We form concepts to make our thought process quick and efficient.

Problem-solving

In the Thinking Class 11 Psychology Notes, Problem-solving is described as a way of
thinking that is usually goal-directed and intended towards solving a particular problem.

Obstacles To Solving Problems

- A Mental set is defined as the tendency of a person to solve problems in an already tried and tested manner and that at times leads to rigidity which obstructs us in solving problems in a unique manner.
- Lack Of Motivation is also another reason why people fail to solve problems because even if a person has a sharp mind and intelligence but lacks motivation then that intelligence is of very little use.

Reasoning

The next important aspect during thinking for Thinking Class 11 Psychology Notes is reasoning. It is a process that involves inference and is used in logical thinking and
problem solving and conclusions are drawn in reasoning on the basis of the information and facts available.

Deductive Reasoning	Inductive Reasoning
Deductive Reasoning begins with making a general assumption about something and draws conclusions on the basis of those assumptions. It is Reasoning from general to particular. Accurate	assumptions should be made so that we are able to draw apt conclusions.

Decision Making

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Inductive Reasoning is based on specific facts and observations. It involves drawing a general conclusion based on a particular observation. The goal is to determine what conclusion can be drawn from certain given information.

- Decision-Making is a kind of problem-solving in which we have several alternatives and after evaluating the cost and benefit associated with each alternative, the best alternative must be chosen.
- Judgment and Decision Making are interrelated processes. However, judgment is a process by which we form opinions, arrive at conclusions, and make critical evaluations about objects, events, and people on the basis of available information

Nature and process of Creative Thinking

Let’s go through the nature and process of creative thinking for Thinking Class 11 Psychology Notes. Creative thinking as the name suggests is mainly about solving
problems in a novel and unique manner and coming up with something unique or out of the box.

- It includes both convergent and divergent thinking but more convergent thinking.
- Creativity can be applied in most fields and everyone has the potential to be creative.
- Convergent thinking has only one correct answer and it does not lead to the generation of new ideas.
- Divergent Thinking has many correct answers and leads to the generation of new and novel ideas.

Stages of Creative Thinking are discussed below:

Preparation	The problem is clearly formulated in this stage and facts and information about the problem is collected to comprehensively understand and analyse the problem.

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Incubation	It is the second stage of Creative Thinking and is characterized by a feeling of getting stuck as creative ideas don't occur when we consciously think about the problem. They usually occur during the time of relaxation.
Illumination	It is the third stage of Creative Thinking where there is the sudden realization of the solution of the problem into the consciousness
Verification	In the fourth stage of Creative Thinking, the solution is found in the illumination stage is tested to see that whether it works or not and what kind of modification is needed is also considered.
Revision	In the last stage of Creative Thinking, if a solution is not reached, a revision may be a prerequisite.

Barriers to creative thinking

Barriers to Creative Thinking are discussed below-

- The tendency to be overpowered and influenced by pre-existing habits is a huge obstruction in the creative thinking process and coming up with out of the box ideas
- Motivational and emotional barriers show that creativity is more than just a cognitive process as other factors like fear of failure, lack of motivation hinder our creative thinking ability
- Cultural Barriers are related to excessive adherence to tradition, expectations, and Conformity. it arises due to the fear of being different, social pressure, mediocrity, etc.

Strategies to overcome creative thinking Barriers

Strategies that can be used to overcome barriers associated with creative thinking are elucidated below:

- Encourage self-evaluation.
- Be positive and confident in life.
- Develop independent thinking in making judgments.
- See multiple angles and perspectives of a particular problem.

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- Resist the temptation of instant gratification.

Ways to enhance creative thinking

Let’s check out ways to improve thinking in Thinking Class 11 Psychology Notes. Some of the ways which can be used to enhance creative thinking are elucidated below:

- Osborn’s Brainstorming technique can be used to increase fluency and flexibility of ideas to open-ended situations which does help in increasing the fluency of ideas and piling up alternatives.
- Getting feedback on the solutions we devise from those who have less personal involvement in the task helps us to see the problem in an objective and unbiased manner.
- Developing Independent Thinking in taking decisions and making judgments increase our self-esteem.
- The use of imagination and visualization helps us increase our creative potential.
- Diagram thinking-sometimes ideas cluster like branches of a tree and this way we can organise our ideas in a systematic and organized manner.

Thought and Language

The next topic discussed for Thinking Class 11 Psychology Notes is Thinking and Language.

Language as a Determinant of Thought

- Benjamin Lee Whorf had this point of view that the language we use determines the content of our thought which is termed the Linguistic Relativity Hypothesis.
- The extent to which individuals can think is to a large extent determined by the language we use.

Thought as a Determinant of language

- Piaget believed that thought not only determines language, it precedes it
- Children form an internal representation of the world.
- Through thinking, language is just a vehicle for thought.
- A child’s observation and imitation of the other person’s behavior involves thinking but no language.

Different origins of language and thought

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- Lev Vygotsky who is an esteemed Russian Psychologist was of the view that language and thought to develop separately in a child until about two years of age when they merge
- Before 2 years of age, thought is experienced more in action rather than verbal.
- Around 2 years of age child begins to express his/her thought verbally and in a rational way.

Development Of Language and Language Use

Language involves the use of symbols and symbols represent someone or something. It involves the use of rules and when we present two or more words together a proper and logical sequence is followed. Language is primarily used for communicating one's
thoughts, feelings, and ideas to others People who can't use oral speech communicate through the use of signs which is a form of language

Development Of Language

Human Language is more complex, creative, and spontaneous as compared to the system of Communication which other animals use

Stages of Language Development are elaborated below:

- Newborn babies and young infants make a variety of sounds which gradually get modified to resemble words. The first sound produced by babies is crying which is similar across many situations and pitch intensity changes to signify different states such as hunger, pain, etc.
- At around 6 months of age, children enter the babbling phase which involves repetition of a variety of vowel and condiment words.
- By about 9 months of age, these sounds get elaborated to strings to some sound combinations such as (dadada) into repetitive patterns.
- Around 1st birthday most of the children enter the one-word stage and the first word usually contains one syllable(example ma,pa).
- Around 18-20 months of age children enter two words stage which exemplifies telegraphic speech and contains mostly mound and verbs
- Close to their 3rd Birthday which is 2.5 years, children's language development gets focused on the rules of the language they hear. This is called Syntactic

Development.

How language is Acquired?

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- Some suggest that language acquisition is primarily biologically determined. This is typically a nativity position in the nature-nurture debate.
- Language development for Behaviourists like B.F.Skinner follows learning principles like association, imitation, and reinforcement that is in terms of operant conditioning
- Noam Chomsky suggested that children are born with a language acquisition device, LAD, which represents knowledge of universal grammar.

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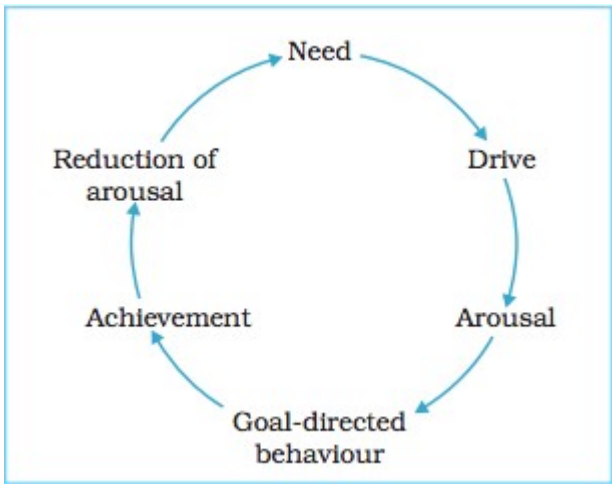
Motivation

Nature Of Motivation

It is defined as the process that initiates, guides, and maintains goal-driven behaviors. Motivation is that process that causes us to take action. Whether it is eating food to satiate hunger or doing exercise to keep our body fit. Motivation is one of the important determinants of behavior and instincts, drives, goals, needs are included under the
broad concept of motivation

Motivation Cycle



1. A need is defined as a lack of some necessity
2. Need further leads to drive which is defined as a state of arousal which energizes us to take action that will help us in accomplishing our goal
3. After the accomplishment of a goal, there is a reduction in drive and at last, the organism achieves a balanced state as the needs are being fulfilled

Types of Motives

Motives are broadly categorized into two types. Biological and psychological motives. Let us explore more about these topics mentioned in motivation and emotion class 11 notes:

Biological Motives

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They are present from birth and are universal in nature. Its main focus is on innate, biological causes of motivation like hormones, neurotransmitters, brain
structures(Limbic System, Hypothalamus). Some of the examples of biological motives are mentioned below:

Hunger

1. Changes in the metabolic functions of the liver lead to a feeling of hunger
2. The liver sends signals to the hypothalamus and the two regions involved in hunger are the Lateral Hypothalamus and Ventromedial Hypothalamus and the first region’s stimulation causes hunger and the second region inhibits hunger.

Thirst

1. Drinking water is necessary to wet a dry mouth and along with dry mouth, it is the body processes within which leads to a feeling of thirst.
2. Motivation to drink water is mainly triggered by conditions such as loss of water from cells, reduction of blood volume and the anterior hypothalamus contains nerve cells called osmoreceptors which generate nerve impulses in case of cell dehydration.

Sex

1. One of the most powerful drives in the case of animals and human beings is called sex drive
2. Sexual activity, unlike thirst, hunger is not necessary for the survival of human beings and it develops with age.]

Psychosocial Motives

They evolve with age and are influenced by culture. Its main focus is on psychological, social, and environmental factors and how these factors interact with one another which leads to a feeling of motivation. Examples include the need for achievement, affiliation, power, etc.

Need for

1. Seeking other human beings and wanting to develop a close relationship with them is termed affiliation.
2. People who are high on this need, develop friendly relations with others and have an urge to be a part of all the social groups.

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Need For Power

1. It is defined as the ability of a person to produce intended effects on the behavior and emotions of another person.
2. Various goals of power motivation are to influence, persuade others and enhance one's own goodwill in eyes of others

Need for Achievement

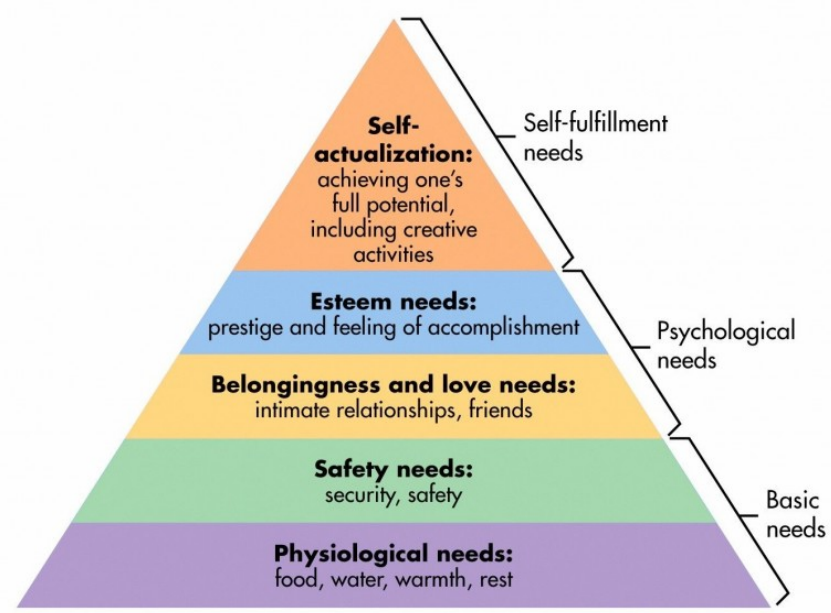
1. This need refers to the desire of a person to meet standards of excellence
2. It energizes and directs behavior as well as influences our perception of the situations we face.

Curiosity and Exploration

1. It doesn't have a specific and identifiable goal or target
2. It basically includes seeking new experiences, learning new things, and enhancing one's knowledge.

Maslow's Hierarchy of Needs

Maslow came up with his theory of motivation which clearly portrayed all the human needs in a hierarchical manner:


Self-actualization: achieving one's full potential, including creative activities
Esteem needs: prestige and feeling of accomplishment
Belongingness and love needs: intimate relationships, friends
Safety needs: security, safety
Physiological needs: food, water, warmth, rest
Self-fulfillment needs
Psychological needs
Basic needs

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1. Physiological needs include all the basic needs like food, water, warmth which are necessary for survival
2. Safety needs include staying safe from any kind of danger and it includes job security as well which ensures financial security
3. Belongingness needs which focus on seeking out cordial relationships with others and companionship
4. Esteem Needs focus on developing a feeling of self-worth and pride which gives a boost to self-confidence and self-esteem
5. Self-Actualization Needs mainly focus on unleashing one's potential to the fullest and a self-actualized person is self-aware, socially responsive, faces difficulties and challenges, etc

Frustration and Conflict

Frustration – It occurs when an anticipated desirable goal is not achieved and the motive is blocked. Frustration is an aversive state and no one likes the state of frustration.

1. Frustration Aggression Hypothesis- It was given by Dollard and Miller. As per this theory, Frustration produces aggression and aggressive acts are often directed towards the self or blocking agent. Sources of frustration are:

1. Environmental Factors- These factors include physical objects or constraining situations that limit a person from accomplishing their goal.
2. Personal Factors- They include inadequacy or lack of resources which makes it difficult for a person to accomplish their goals.

Conflict – It occurs when a person has to make a choice between desires, needs, motives that are contradictory in nature. There are three basic forms of conflict and mentioned below:

1. Approach-Approach conflict is a conflict between two positive and equally attractive options and we get to choose between two of them. For example, Making a choice between two equally attractive colleges to seek admissions, such as SRCC and Hindu college
2. Avoidance- Avoidance conflict is a conflict between two negative and equally unattractive options and we have to make a choice between the given options. For Example- Choosing between Roadside food and starvation
3. Approach Avoidance Conflict -It arises from being attracted to and repelled by the same goal. For example, a person wants to lose weight but is reluctant to follow the diet

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Nature of Emotions

Emotions involve arousal, subjective arousal, and cognitive interpretation of the given situation. They move us internally and involve both psychological and physiological
reactions. There are 6 basic emotions which are mentioned below in the motivation and emotion class 11 notes:

1. Anger
2. Fear
3. Surprise
4. Disgust
5. Surprise
6. Joy

Physiology of Emotions

The nervous system central as well as peripheral plays an important role in the regulation of emotions. Check out the physiology of emotions mentioned below:

Thalamus

- It is composed of a group of nerve cells and acts as a relay center of sensory nerves.
- Stimulation or Activation of the thalamus produces fear, anxiety, and automatic reactions
- A theory of emotion given by Cannon and Bard(1931) focuses on the role of the thalamus in mediating and initiating all emotional experiences.

Cortex

- It is intimately involved in the regulation of emotions.
- The left frontal cortex is associated with positive feelings and the Right frontal cortex is associated with negative feelings.

Hypothalamus

- Considered as the primary center for regulation of emotion.
- It controls autonomic activity, and secretion of endocrine glands and organizes somatic patterns of emotional behavior.

Limbic System

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- Along with the thalamus and hypothalamus, the limbic system plays an important role in regulating our emotions.
- The Amygdala, which is an important part of the limbic system, is responsible for emotional control and the formation of emotional memories.

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Theories Of Motivation

Over a period of time, different theories of motivation are given. Here are the three major theories of motivation:

James Lange Theory

- The stimulus leads to arousal and that arousal leads to emotion.
- For example, the sound of breaking glass leads to physiological responses like rapid heart rate and that leads to the subjective experience of fear.

Cannon-Bard Theory

- The stimulus leads to both arousal and emotion at the same time.
- For example, The sound of breaking glass will lead to both physiological responses like rapid heart rate and subjective feelings of fear and tension at the same time.

Schachter Singer Theory of Motivation

- In order to understand what kind of person we are, we will first observe what we feel and act upon, and hence, we decide and interpret our nature from this.
- This implies that the first step is to experience physiological arousal, we then try to find a label to elaborate upon our feelings, usually by looking at what we are doing and what else is happening at the same time of arousal.
- Hence, we experience feelings and then try to understand what their meaning is.

Managing Negative Emotions

Negative emotions need to be managed in an effective manner to reduce our stress and improve our well-being. Here are few steps to manage your negative emotions:

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1. Enhance Self-Awareness – Being aware of one’s emotions and delving into the hows and whys of one’s emotions help in managing negative emotions

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2. Appraise the situation objectively- The problematic situation faced should be appraised in an objective manner which means that it should be viewed without any bias and that will help us in seeing things from a proper perspective.
3. Participate In Community Service- Being active in community service and charitable endeavors helps in reducing stress and management of negative emotions
4. Be creative- Involving oneself in a creative hobby like writing, painting gives a direction to our energy and hence, we are able to manage our negative emotions easily.
5. Have Empathy- Stepping into others' shoes and seeing the situation from their point of view not only builds a great relationship with the other person but also reduces stress and anger.

Anger Management

Anger Management is not easy. Here are a few tips and trick mentioned in motivation and emotion class 12 notes to manage your anger:

- Give yourself time to recognize destructive behavior and thinking patterns and come up with a positive alternative to the same
- Don't have irrational beliefs about people and events
- Recognize the power of thoughts
- Look inward not outward for anger control
- Find constructive and rational ways of expressing anger

Enhancing Positive Emotions

Enhancing positive emotions is crucial for our physical and mental well-being and some of the effective ways of enhancing positive emotions are as follows:

1. Personality traits like optimism, confidence, hopefulness are important
2. Looking at the positive side of a problematic situation
3. Having cordial relationships with family members and friends
4. Being engaged in work and attaining mastery in work
5. Having a strong purpose in life instills a sense of positivity in our lives

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